NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOMERDALE PARK SCHOOL	School: Somerdale Park School
Chief School Administrator: DR. DENNIS VESPE	Address: 301 Grace St. Somerdale, NJ 08083
Chief School Administrator's E-mail: dvespe@somerdale-park.org	Grade Levels: PreK-8
Title I Contact: Jarod Claybourn	Principal: Dr. Dennis Vespe
Title I Contact E-mail: jclaybourn@somerdale-park.org	Principal's E-mail: dvespe@somerdale-park.org
Title I Contact Phone Number: (856) 783-6261 x121	Principal's Phone Number: (856) 783-6261 X112

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_Dr. Dennis M. Vespe_____   _____   _6-30-15_____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held 4 stakeholder engagement meetings.

- State/local funds to support the school were $ 7,511,559, which comprised 96 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 7,278,245, which will comprise 96% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Classworks Program	1,2,3	Wilson/Fundations, MAP, Curriculum Series	100-500	$16,200
Summer Continuum Programs	1,2,3	Wilson/Fundations, MAP, Classworks, Curriculum Series	100-500	$22,000
Parent Tech Education classes	1,2,3	District Technology and Intervention Initiatives	100-100	$6,800
Staff Professional Development	1,2,3	Wilson/Fundations, MAP, Classworks, Curriculum Series	100-100 and 100-300	$31,000
Wilson/Fundations Program	1,3	MAP, Classworks, Curriculum Series	100-100 and 100-600	$190,000 (Including staff salaries)
MAP Data Analysis Software	1,2,3	Wilson/Fundations, Classworks, Curriculum Series	100-300	$8,400

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)
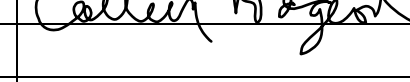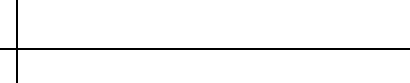
ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Dennis Vespe	Administrator	x	x	X	
Jarod Claybourn	Administrator	x	x	X	
Mandy Seligman	Instructional Staff	X	x	X	
Sandy Robinson	Non-Instructional Staff	X	x	X	
Colleen Fidgeon	Parent	X		x	
Michelle Miller	Community Member	x			

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
Meeting 1 (2-9-15)	SPS Conference Room	Comprehensive Needs Assessment	**Yes**		**Yes**	
Meeting 2 (3-16-15)	SPS Conference Room	Schoolwide Plan Development	**Yes**		**Yes**	
Meeting 3 (4-20-15)	SPS Conference Room	Program Evaluation	**Yes**		**Yes**	
Meeting 4 (6-8-15)	SPS Conference Room	Finalize Schoolwide Plan	**Yes**		**Yes**	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of the Somerdale School District, in active partnership with the community and staff, is to provide a safe and supportive environment which offers all students the opportunity to develop academically, socially, physically and emotionally, and to create students who are inquisitive and value learning not, only now, but also in the future. We aspire to provide a broad range of educational opportunities in a nurturing environment designed to challenge all students to strive for personal excellence, achieve the New Jersey Core Curriculum Standards and become responsible citizens in this rapidly changing world.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

2. What were the strengths of the implementation process?

3. What implementation challenges and barriers did the school encounter?

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

9. How did the school structure the interventions?

10. How frequently did students receive instructional interventions?

11. What technologies did the school use to support the program?

12. Did the technology contribute to the success of the program and, if so, how?

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❏ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	MAPS 3/year, Marking Period Grades, Pearson (Reading Streets) Benchmark Assessments	Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Reading Streets Assessment results
Academic Achievement - Writing	MAPS 3/year, Marking Period Grades, Pearson (Reading Streets) Benchmark Assessments	Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Reading Streets Assessment results
Academic Achievement - Mathematics	MAPS 3/year, Marking Period Grades, Pearson (Envisions) Benchmark Assessments	Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Envisions Assessment results
Family and Community Engagement	District Website, Power Announcements, Power School Access, Microsoft 365, PTA	PowerSchool Announcement Reports/ Email Accounts/ Net Access History/ Parent Teacher Conferences, District Website Access
Professional Development	PLC 3/month	PLC Agenda/ Minutes
Leadership	Student Council, Renaissance Gold Card	Student Participation on File with Advisors
School Climate and Culture	1:1 Tablet Initiative, Renaissance, Blue and Gold Fridays	% of students in Renaissance Program, Fun Day (Following State Testing), Various fundraising activities conducted by Student Council and NJHS
School-Based Youth Services	Homework Club, Mentor Program, Guidance Support Groups, Bridge,	% of students participating in each group, Reports submitted by each Advisor

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Summer School, Renaissance, 6-8 Grade Study Hall, After School Sports Club/Teams, and Various District Clubs	
Students with Disabilities	MAPS. IEP Re eval. Formal Testing, Curriculum Series Assessments, Quarterly Grades	CST Records, Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Curriculum Series Assessment results
Homeless Students	Homeless Liaison, MAPS, Curriculum Series Assessments, Quarterly Grades	Student count on file with Homeless Liaison, Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Curriculum Series Assessment results
Migrant Students	MAPS. CP Donation, Access Test Results, Homeless liaison, Curriculum Series Assessments, Quarterly Grades	ELL and CST Records Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Curriculum Series Assessment results
English Language Learners	MAPS. CP Donation, Access Test Results Curriculum Series Assessments, Quarterly Grades	ELL Records Individual and class progress reports for determining interventions including but not limited to: MAP benchmark reports, Quarterly grades, and Curriculum Series Assessment results
Economically Disadvantaged	1:1 Tablet Initiative, CP Donation	100 % of students have Tablets

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

    Meeting (4) with Title 1 Schoolwide Committee, Reviewed in Weekly CST Meetings, Monthly Administration Review, Quarterly review of Intervention programs

2. What process did the school use to collect and compile data for student subgroups?

    MAP testing, NJASK 14, Cumulative Grade Data compiled on district leveling spreadsheet, Curriculum Series Assessment Results

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

    MAP and NJ ASK validity, Curriculum Series programing which determines the majority of students Quarterly and Final grades.

4. What did the data analysis reveal regarding classroom instruction?

    Need for additional resources for remediation and enrichment in order to differentiate and individualize instruction focusing on Language Arts and Mathematics

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

    Staff and Students demonstrated growth in implementation of 21st century learning and inquiry based strategies.

6. How does the school identify educationally at-risk students in a timely manner?

    MAP Testing, Wilson Screening, Curriculum Series benchmark assessment, and I&RS Committee

7. How does the school provide effective interventions to educationally at-risk students?

    Implementation of Interventions from I&RS Committee, Wilson/Fundations groupings, Basic Skills and MAP reports

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

8. How does the school address the needs of migrant students?

   2 Full time ELL teachers, Cooperation with Catholic Charities, and SIOP training for entire staff

9. How does the school address the needs of homeless students?

   District Homeless Liaison, Counseling, and Standard district screening procedures

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Professional Learning Communities (PLC) 3x/month, Common Planning periods for Grade Level team meetings, Monthly Grade level meetings with supervisor

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

    PreK and Kindergarten Orientation Programs, Moving Up Day, Freshman Orientation with the High School, and departmentalized vertical articulation via districts PLCs

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

    MAP Data, NJASK 14 Data, Grade Achieved, I&RS data, Title 1 Schoolwide Committee Review

    Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Achievement	Mathematics Achievement
Describe the priority problem using at least two data sources	MAP State Testing (NJASK 14) Curriculum Series Assessments	MAP State Testing (NJASK 14) Curriculum Series Assessments
Describe the root causes of the problem	Lack of supplemental Resources aligned to the core curriculum content Transient Student Population District Grouping Factor (Economically disadvantaged)	Lack of supplemental Resources aligned to the core curriculum content Transient Student Population District Grouping Factor (Economically disadvantaged)
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	Reading, Writing, Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	MAP Scores, Wilson Language Program, Fundations Reading, Basic Skills Instruction, My Sidewalks Reading Street Pearson Curriculum	MAP Scores and Envisions Curriculum Series
How does the intervention align with the Common Core State Standards?	All interventions and core curriculums have been aligned with Common Core State Standards	All interventions and core curriculums have been aligned with Common Core State Standards

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Summer Regression of skills	
Describe the priority problem using at least two data sources	MAP Data indicates regression of skills from Spring to Fall, Beginning of the year Curriculum Series Benchmark Assessments	
Describe the root causes of the problem	Lack of Resources for staff and programs, Reluctance of parent participation	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	Reading, Writing, Language Arts, Math	
Name of scientifically research based intervention to address priority problems	MAP Scores, Wilson Language Program, Fundations Reading, Basic Skills Instruction, Curriculum Series Assessments	
How does the intervention align with the Common Core State Standards?	All interventions and core curriculums have been aligned with Common Core State Standards	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Wilson Language/ Fundations *Classworks Program	Basic Skills/ Trained staff/ K-5 Teachers	Wilson Individual Charting, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Students with Disabilities	*Classworks Program RTI component of Curriculum Series	Math Teachers	MAP, Classworks Individual Learning Plan (ILP), RTI Component of Curriculum Series, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Homeless	Wilson Language/ Fundations *Classworks Program	Basic Skills/ Trained staff/ K-5 Teachers	Wilson Individual Charting, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Homeless	*Classworks Program RTI component of Curriculum Series	Math Teachers	MAP, Classworks Individual Learning Plan (ILP), RTI Component of Curriculum Series, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) _strengthen the core academic program in the school_;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Wilson Language/ Fundations *Classworks Program	Basic Skills/ Trained staff/ K-5 Teachers/ ELL Teachers	ACCESS Results, Wilson Individual Charting, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Migrant	*Classworks Program RTI component of Curriculum Series	Math Teachers/ ELL Teachers	ACCESS Results, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	ELLs	Wilson Language/ Fundations *Classworks Program	Basic Skills/ Trained staff/ K-5 Teachers/ ELL Teachers	ACCESS Results, Wilson Individual Charting, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	ELLs	*Classworks Program RTI component of Curriculum Series	Math Teachers/ ELL Teachers	ACCESS Results, MAP, Classworks Individual Learning Plan (ILP), Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Economically Disadvantaged	Wilson Language/ Fundations	Basic Skills/ Trained staff/ K-5	Wilson Individual Charting, MAP, Classworks Individual	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffe

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) _strengthen the core academic program in the school;_					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		*Classworks Program	Teachers	Learning Plan (ILP), Quarterly Grades	ctive.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Economically Disadvantaged	*Classworks Program RTI component of Curriculum Series	Math Teachers	MAP, Classworks Individual Learning Plan (ILP), RTI Component of Curriculum Series, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA					
Math					

***Use an asterisk to denote new programs**.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an _extended school year and before- and after-school and_ _summer programs and opportunities_*, and help provide an enriched and accelerated curriculum;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Wilson Language/Fundations *Classworks, Homework Club	Basic Skills/ Trained staff/ All Teachers	Wilson Individual Charting, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	*Classworks, Homework Club	Basic Skills/ Trained staff/ Math Teachers	MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Homeless	Wilson Language/Fundations *Classworks, Homework Club	Basic Skills/ Trained staff/ All Teachers	Wilson Individual Charting, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Homeless	*Classworks, Homework Club	Basic Skills/ Trained staff/ MathTeachers	MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Curriculum Series
ELA	Migrant	Wilson Language/Fundations *Classworks, Homework Club	Basic Skills/ Trained staff/ ELL Teachers/ All Teachers	ACCESS Results, Wilson Individual Charting, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Migrant	*Classworks, Homework Club	Basic Skills/ Trained staff/ ELL Teachers/ Math Teachers	ACCESS Results, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	ELLs	Wilson Language/Fundations	Basic Skills/ Trained staff/	ACCESS Results, Wilson Individual Charting, MAP,	NWEA MAP www.nwea.org/research/ Wilson Intervention program

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Classworks, Homework Club	ELL Teachers/ All Teachers	Classworks ILP, Homework Completion Rate, Quarterly Grades	http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	ELLs	*Classworks, Homework Club	Basic Skills/ Trained staff/ ELL Teachers/ Math Teachers	ACCESS Results, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Economically Disadvantaged	Wilson Language/Fundations *Classworks, Homework Club	Basic Skills/ Trained staff/ All Teachers	Wilson Individual Charting, MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Economically Disadvantaged	*Classworks, Homework Club	Basic Skills/ Trained staff/ Math Teachers	MAP, Classworks ILP, Homework Completion Rate, Quarterly Grades	NWEA MAP www.nwea.org/research/ Curriculum Series
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Wilson Level 1 Training, *Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin and Identified Staff	Certification Earned through Wilson. Improved scores on WIAT-III and WADE, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Students with Disabilities	*Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin, and Identified Staff	MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Homeless	Wilson Level 1 Training, *Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin, and Identified Staff	Certification Earned through Wilson. Improved scores on WIAT-III and WADE, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Homeless	*Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin, and Identified Staff	MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Migrant	Wilson Level 1	Special Ed	Certification Earned through	NWEA MAP www.nwea.org/research/

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Training, *Classworks Training, *MAP Data Coach training	Teachers, ELL Teachers, Admin, and Identified Staff	Wilson. ACCESS Results, Improved scores on WIAT-III and WADE, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Migrant	*Classworks Training, *MAP Data Coach training	Special Ed Teachers, ELL Teachers, Admin, and Identified Staff	ACCESS Results, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	ELLs	Wilson Level 1 Training, *Classworks Training, *MAP Data Coach training	Special Ed Teachers, ELL Teachers, Admin, and Identified Staff	Certification Earned through Wilson. ACCESS Results, Improved scores on WIAT-III and WADE, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	ELLs	*Classworks Training, *MAP Data Coach training	Special Ed Teachers, ELL Teachers, Admin, and	ACCESS Results, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Identified Staff		
ELA	Economically Disadvantaged	Wilson Level 1 Training, *Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin, and Identified Staff	Certification Earned through Wilson. Improved scores on WIAT-III and WADE, MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Wilson Intervention program http://www.wilsonlanguage.com/FS_ABOUT_EvidenceEffective.htm Classworks http://www.classworks.com/research/ Curriculum Series
Math	Economically Disadvantaged	*Classworks Training, *MAP Data Coach training	Special Ed Teachers, Admin, and Identified Staff	MAP Scores, Curriculum Series Benchmark Assessments, Classworks ILP	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

   Internally by Administration and Title 1 Schoolwide Committee

2. What barriers or challenges does the school anticipate during the implementation process?

   Funding, Time for transition, professional development, and implementation.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Title 1 Schoolwide Committee, Parent Technology Education (teacher designed and taught courses for parents, video tutorials),

   Communication via website and power announcements, Updates through BOE Agenda and Minutes, PTA updates.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Web based survey, PLC meeting minutes

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Web based Survey, Participation in Parent Training workshops

6. How will the school structure interventions?

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Wilson Instruction during RTI periods, Fundations during Primary reading instruction, Classworks during RTI as well as general classroom and at after school/ summer. MAP screening,

7. How frequently will students receive instructional interventions?

   3-5 times per week for all programs

8. What resources/ technologies will the school use to support the schoolwide program?

   1:1 Student Tablet initiative, web based Classworks software, cloud based Microsoft 365 Platform

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   MAP data, Curriculum Series Assessments, Classworks ILP, Quarterly Grades

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Title 1 Schoolwide Committee, BOE Agenda and Minutes, PTA updates, Education of MAP data results and how to access remediation and enrichment resources through Classworks and other software.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
Math	Students with Disabilities	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	Homeless	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
Math	Homeless	*Parent Training Classes relating to District	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Technology and Intervention Initiatives.		Platform, Pearson Online Curriculum Series)	
ELA	Migrant	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
Math	Migrant	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA	ELLs	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
Math	ELLs	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
Math	Economically Disadvantaged	*Parent Training Classes relating to District Technology and Intervention Initiatives.	Admin and Trained staff	Log Access, Increased Parent Use of Programs (PowerSchool, MAP, Classworks, Microsoft 365 Platform, Pearson Online Curriculum Series)	NWEA MAP www.nwea.org/research/ Classworks http://www.classworks.com/research/ Curriculum Series
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Provide instructional classes for community/parents relating to the expectations of the districts technology and intervention initiatives.

2. How will the school engage parents in the development of the written parent involvement policy?

   Through the Title 1 Schoolwide Committee

3. How will the school distribute its written parent involvement policy?

   Via the Website and Power Announcement email blast

4. How will the school engage parents in the development of the school-parent compact?

   Title 1 Schoolwide Committee

5. How will the school ensure that parents receive and review the school-parent compact?

   Electronic submission of policy review

6. How will the school report its student achievement data to families and the community?

   PowerSchool, MAP data, Classworks ILP

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

   School website and electronic communication

8. How will the school inform families and the community of the school's disaggregated assessment results?

   School website and electronic communication

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   Title 1 Schoolwide Committee

10. How will the school inform families about the academic achievement of their child/children?

    PowerSchool, Map Data, Classworks ILP

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    Parent Education Courses taught by district teaching staff members.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	48	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	19	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Recruiting process including but not limited to; staff tablet, interactive classrooms, paid professional development opportunities, and committee input relating to curriculum, community, and technology initiatives.	**ADMIN (CEA and VP)**